

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 1. Legislative intent. It is the intent of the
5 General Assembly that State assessments be rooted in classroom
6 content and best practices and be used as an opportunity to
7 demonstrate learning and feedback. It is also the intent of the
8 General Assembly that assessments used for accountability
9 should support learning opportunities that inform instruction.

10 Section 5. The School Code is amended by changing Sections
11 2-3.25a, 2-3.25n, 2-3.52A, 2-3.61a, 2-3.64a-5, 2-3.136,
12 2-3.153, 10-21.3a, 10-29, 34-1.1, 34-3.5, and 34-18.24 as
13 follows:

14 (105 ILCS 5/2-3.25a) (from Ch. 122, par. 2-3.25a)

15 Sec. 2-3.25a. "School district" defined; additional
16 standards.

17 (a) For the purposes of State accountability in this
18 Section and Sections 3.25b, 3.25c, ~~3.25d~~, 3.25e, and 3.25f of
19 this Code, "school district" includes other public entities
20 responsible for administering public schools, such as
21 cooperatives, joint agreements, charter schools, special
22 charter districts, regional offices of education, local

1 agencies, and the Department of Human Services.

2 (b) In addition to the standards established pursuant to
3 Section 2-3.25, the State Board of Education shall develop
4 recognition standards for student performance and school
5 improvement for all school districts and their individual
6 schools, ~~which must be an outcomes based, balanced~~
7 ~~accountability measure.~~ The State Board of Education is
8 prohibited from having separate performance standards for
9 students based on race or ethnicity.

10 The accountability measure shall be outlined in the State
11 Plan that the State Board of Education submits to the federal
12 Department of Education pursuant to the federal Every Student
13 Succeeds Act. If the federal Every Student Succeeds Act ceases
14 to require a State Plan, the State Board of Education shall
15 develop a written plan in consultation with the Balanced
16 Accountability Committee created under subsection (b-5) of
17 this Section.

18 ~~Subject to the availability of federal, State, public, or~~
19 ~~private funds, the balanced accountability measure must be~~
20 ~~designed to focus on 2 components, student performance and~~
21 ~~professional practice. The student performance component shall~~
22 ~~count for 30% of the total balanced accountability measure, and~~
23 ~~the professional practice component shall count for 70% of the~~
24 ~~total balanced accountability measure. The student performance~~
25 ~~component shall focus on student outcomes and closing the~~
26 ~~achievement gaps within each school district and its individual~~

~~schools using a Multiple Measure Index and Annual Measurable Objectives, as set forth in Section 2-3.25d of this Code. The professional practice component shall focus on the degree to which a school district, as well as its individual schools, is implementing evidence based, best professional practices and exhibiting continued improvement. Beginning with the 2015-2016 school year, the balanced accountability measure shall consist of only the student performance component, which shall account for 100% of the total balanced accountability measure. From the 2017-2018 school year through the 2022-2023 school year, the State Board of Education and a Balanced Accountability Measure Committee shall identify a number of school districts per the designated school years to begin implementing the balanced accountability measure, which includes both the student performance and professional practice components. By the 2022-2023 school year, all school districts must be implementing the balanced accountability measure, which includes both components.~~

(b-5) The Balanced Accountability Measure Committee is created and shall consist of the following individuals: a representative of a statewide association representing regional superintendents of schools, a representative of a statewide association representing principals, a representative of an association representing principals in a city having a population exceeding 500,000, a representative of a statewide association representing school administrators, a

1 representative of a statewide professional teachers'
2 organization, a representative of a different statewide
3 professional teachers' organization, an additional
4 representative from either statewide professional teachers'
5 organization, a representative of a professional teachers'
6 organization in a city having a population exceeding 500,000, a
7 representative of a statewide association representing school
8 boards, and a representative of a school district organized
9 under Article 34 of this Code. The head of each association or
10 entity listed in this paragraph shall appoint its respective
11 representative. The State Superintendent of Education, in
12 consultation with the Committee, may appoint no more than 2
13 additional individuals to the Committee, which individuals
14 shall serve in an advisory role and must not have voting or
15 other decision-making rights. ~~The Committee is abolished on~~
16 ~~June 1, 2023.~~

17 The Balanced Accountability Measure Committee shall meet
18 no less than 4 times per year to discuss the accountability
19 standards set forth in the State Plan pursuant to the federal
20 Every Student Succeeds Act and to provide stakeholder feedback
21 and recommendations to the State Board of Education with regard
22 to the State Plan, which the State Board shall take into
23 consideration. Upon completion of the 2019-2020 school year,
24 the Balanced Accountability Measure Committee shall assess the
25 implementation of the State Plan and, if necessary, make
26 recommendations to the State Board for any changes. The

1 Committee shall consider accountability recommendations made
2 by the Illinois P-20 Council established under Section 22-45 of
3 this Code, the Illinois Early Learning Council created under
4 the Illinois Early Learning Council Act, and any other
5 stakeholder group established by the State Board in relation to
6 the federal Every Student Succeeds Act. The State Board shall
7 provide to the Committee an annual report with data and other
8 information about the Committee collected from entities
9 identified by the State Board as lead partners, including, but
10 not limited to, data and information on the Committee's
11 effectiveness, geographic distribution, and cost to serve as
12 part of a comprehensive statewide system of support.

13 ~~Using a Multiple Measure Index consistent with subsection~~
14 ~~(a) of Section 2-3.25d of this Code, the student performance~~
15 ~~component shall consist of the following subcategories, each of~~
16 ~~which must be valued at 10%:~~

17 ~~(1) achievement status;~~

18 ~~(2) achievement growth; and~~

19 ~~(3) Annual Measurable Objectives, as set forth in~~

20 ~~subsection (b) of Section 2-3.25d of this Code.~~

21 ~~Achievement status shall measure and assess college and career~~
22 ~~readiness, as well as the graduation rate. Achievement growth~~
23 ~~shall measure the school district's and its individual schools'~~
24 ~~student growth via this State's growth value tables. Annual~~
25 ~~Measurable Objectives shall measure the degree to which school~~
26 ~~districts, as well as their individual schools, are closing~~

1 ~~their achievement gaps among their student population and~~
2 ~~subgroups.~~

3 ~~The professional practice component shall consist of the~~
4 ~~following subcategories:~~

5 ~~(A) compliance;~~

6 ~~(B) evidence based best practices; and~~

7 ~~(C) contextual improvement.~~

8 ~~Compliance, which shall count for 10%, shall measure the degree~~
9 ~~to which a school district and its individual schools meet the~~
10 ~~current State compliance requirements. Evidence based best~~
11 ~~practices, which shall count for 30%, shall measure the degree~~
12 ~~to which school districts and their individual schools are~~
13 ~~adhering to a set of evidence-based quality standards and best~~
14 ~~practice for effective schools that include (i) continuous~~
15 ~~improvement, (ii) culture and climate, (iii) shared~~
16 ~~leadership, (iv) governance, (v) education and employee~~
17 ~~quality, (vi) family and community connections, and (vii)~~
18 ~~student and learning development and are further developed in~~
19 ~~consultation with the State Board of Education and the Balanced~~
20 ~~Accountability Measure Committee set forth in this subsection~~

21 ~~(b). Contextual improvement, which shall count for 30%, shall~~
22 ~~provide school districts and their individual schools the~~
23 ~~opportunity to demonstrate improved outcomes through local~~
24 ~~data, including without limitation school climate, unique~~
25 ~~characteristics, and barriers that impact the educational~~
26 ~~environment and hinder the development and implementation of~~

1 ~~action plans to address areas of school district and individual~~
2 ~~school improvement. Each school district, in good faith~~
3 ~~cooperation with its teachers or, where applicable, the~~
4 ~~exclusive bargaining representatives of its teachers, shall~~
5 ~~develop 2 measurable objectives to demonstrate contextual~~
6 ~~improvement, each of which must be equally weighted. Each~~
7 ~~school district shall begin such good faith cooperative~~
8 ~~development of these objectives no later than 6 months prior to~~
9 ~~the beginning of the school year in which the school district~~
10 ~~is to implement the professional practice component of the~~
11 ~~balanced accountability measure. The professional practice~~
12 ~~component must be scored using trained peer review teams that~~
13 ~~observe and verify school district practices using an~~
14 ~~evidence-based framework.~~

15 ~~The balanced accountability measure shall combine the~~
16 ~~student performance and professional practice components into~~
17 ~~one summative score based on 100 points at the school district~~
18 ~~and individual school level. A school district shall be~~
19 ~~designated as "Exceeds Standards Exemplar" if the overall~~
20 ~~score is 100 to 90, "Meets Standards Proficient" if the~~
21 ~~overall score is 89 to 75, "Approaching Standards Needs~~
22 ~~Improvement" if the overall score is 74 to 60, and "Below~~
23 ~~Standards Unsatisfactory" if the overall score is 59 to 0.~~
24 ~~The balanced accountability measure shall also detail both~~
25 ~~incentives that reward school districts for continued improved~~
26 ~~performance, as provided in Section 2 3.25c of this Code, and~~

1 ~~consequences for school districts that fail to provide evidence~~
2 ~~of continued improved performance, which may include~~
3 ~~presentation of a barrier analysis, additional school board and~~
4 ~~administrator training, or additional State assistance. Based~~
5 ~~on its summative score, a school district may be exempt from~~
6 ~~the balanced accountability measure for one or more school~~
7 ~~years.~~ The State Board of Education, in collaboration with the
8 Balanced Accountability Measure Committee set forth in this
9 subsection (b-5) ~~(b)~~, shall adopt rules that further
10 implementation in accordance with the requirements of this
11 Section.

12 (Source: P.A. 99-84, eff. 1-1-16; 99-193, eff. 7-30-15; 99-642,
13 eff. 7-28-16; 99-657, eff. 7-28-16.)

14 (105 ILCS 5/2-3.25n)

15 Sec. 2-3.25n. Every Student Succeeds ~~No Child Left Behind~~
16 Act; requirements and construction.

17 (a) ~~The changes in the State accountability system made by~~
18 ~~this amendatory Act of the 93rd General Assembly are a direct~~
19 ~~result of the federal Every Student Succeeds Act ~~No Child Left~~~~
20 ~~Behind Act of 2001 (Public Law 107-110), which~~ requires that
21 each state develop and implement a single, statewide
22 accountability system applicable to all schools and school
23 districts.

24 (b) As provided in the federal Every Student Succeeds Act
25 ~~No Child Left Behind Act of 2001 (Public Law 107-110)~~, nothing

1 in this amendatory Act of the 93rd General Assembly shall be
2 construed to alter or otherwise affect the rights, remedies,
3 and procedures afforded school district or school employees
4 under federal, State, or local law (including applicable rules,
5 regulations, or court orders) or under the terms of collective
6 bargaining agreements, memoranda of understanding, or other
7 agreements between such employees and their employers.

8 (c) The State Board of Education may identify a school
9 district as eligible for targeted and comprehensive services
10 under the federal Every Student Succeeds Act.

11 (Source: P.A. 93-470, eff. 8-8-03.)

12 (105 ILCS 5/2-3.52A) (from Ch. 122, par. 2-3.52A)

13 Sec. 2-3.52A. Pilot programs. To improve the quality of
14 teaching as a profession the State Board of Education may,
15 pursuant to the federal Every Student Succeeds Act and
16 appropriations for such purposes, establish entrance educator
17 preparation programs, encourage collaboration between schools
18 of educator preparation and high-need districts, establish
19 projects to recruit, select, prepare, and provide professional
20 development for teachers or school leaders, and establish
21 initiatives that focus on funding performance-based programs
22 or human capital management systems ~~pilot programs for teachers~~
23 ~~relating to clinical schools, restructuring the teaching~~
24 ~~workplace, and providing special assistance and support to~~
25 ~~beginning teachers.~~ Such programs shall be conducted in

1 accordance with rules adopted by the State Board of Education.
2 Such rules shall provide for, but not be limited to, advisory
3 councils and annual reports on the progress of the pilot
4 programs.

5 (Source: P.A. 85-322.)

6 (105 ILCS 5/2-3.61a)

7 Sec. 2-3.61a. 21st Century Community Learning Center Grant
8 Program.

9 (a) The State Board of Education shall be the designated
10 agency responsible for the administration of programs under
11 Part I of Subchapter X of Chapter 70 of the federal Elementary
12 and Secondary Education Act of 1965.

13 (b) The State Board of Education shall establish and
14 implement a 21st Century Community Learning Center Grant
15 Program, in accordance with federal guidelines, to provide
16 grants to support whole child-focused ~~academically focused~~
17 after-school programs that are aligned with the regular
18 academic programs of a school and the academic needs of
19 students. These grants shall be used to help those students who
20 attend high-poverty, low-performing schools meet State and
21 local performance standards in core academic subjects and, if
22 applicable, increase school day attendance and improve
23 social-emotional skills ~~for students who attend high-poverty,~~
24 ~~low-performing schools. These grants shall be used to help~~
25 ~~those students who attend high poverty, low performing schools~~

1 ~~meet State and local performance standards in core academic~~
2 ~~subjects~~ and to offer opportunities for families of
3 participating students to have meaningful engagement in their
4 children's education that are linked to learning and healthy
5 development outcomes ~~opportunities for improved literacy and~~
6 ~~related educational development.~~ If appropriate, external
7 stakeholder feedback shall be gathered and used to inform the
8 grant application.

9 The State Board of Education shall award grants to eligible
10 applicants that are of sufficient size and scope to implement
11 ~~support high-quality,~~ effective after-school programs, to
12 ensure reasonable success of achieving the goals identified in
13 the grant application, and to offer those activities that are
14 necessary to achieve these goals and performance indicators and
15 measures with a direct link to student achievement.

16 (c) Using State funds, subject to appropriation, and any
17 federal funds received for this purpose, the State Board of
18 Education may establish any other grant programs that are
19 necessary to establish high-quality, academically based,
20 after-school programs that include family-centered education
21 activities.

22 (d) The State Board of Education may adopt any rules
23 necessary to implement this Section.

24 (Source: P.A. 93-374, eff. 7-24-03.)

1 Sec. 2-3.64a-5. State goals and assessment.

2 (a) For the assessment and accountability purposes of this
3 Section, "students" includes those students enrolled in a
4 public or State-operated elementary school, secondary school,
5 or cooperative or joint agreement with a governing body or
6 board of control, a charter school operating in compliance with
7 the Charter Schools Law, a school operated by a regional office
8 of education under Section 13A-3 of this Code, or a public
9 school administered by a local public agency or the Department
10 of Human Services.

11 (b) The State Board of Education shall establish the
12 academic standards that are to be applicable to students who
13 are subject to State assessments under this Section. The State
14 Board of Education shall not establish any such standards in
15 final form without first providing opportunities for public
16 participation and local input in the development of the final
17 academic standards. Those opportunities shall include a
18 well-publicized period of public comment and opportunities to
19 file written comments.

20 (c) Beginning no later than the 2014-2015 school year, the
21 State Board of Education shall annually assess all students
22 enrolled in grades 3 through 8 in English language arts and
23 mathematics.

24 Beginning no later than the 2017-2018 school year, the
25 State Board of Education shall annually assess all students in
26 science at one grade in grades 3 through 5, at one grade in

1 grades 6 through 8, and at one grade in grades 9 through 12.

2 The State Board of Education shall annually assess schools
3 that operate a secondary education program, as defined in
4 Section 22-22 of this Code, in English language arts and
5 mathematics. The State Board of Education shall administer no
6 more than 3 assessments, per student, of English language arts
7 and mathematics for students in a secondary education program.
8 One of these assessments shall ~~include a college and career~~
9 ~~ready determination that shall be~~ recognized ~~accepted~~ by this
10 State's public institutions of higher education, as defined in
11 the Board of Higher Education Act, for the purpose of student
12 application or admissions consideration. The assessment
13 administered by the State Board of Education for the purpose of
14 student application to or admissions consideration by
15 institutions of higher education must be administered on a
16 school day during regular student attendance hours.

17 Students who do ~~are~~ not take the State's final
18 accountability assessment or its approved alternate assessment
19 ~~assessed for college and career ready determinations~~ may not
20 receive a regular high school diploma unless the student is
21 exempted from taking the State assessments under subsection (d)
22 of this Section because ~~(i) the student's individualized~~
23 ~~educational program developed under Article 14 of this Code~~
24 ~~identifies the State assessment as inappropriate for the~~
25 ~~student,~~ ~~(ii)~~ the student is enrolled in a program of adult and
26 continuing education, as defined in the Adult Education Act,

1 ~~(iii) the school district is not required to assess the~~
2 ~~individual student for purposes of accountability under~~
3 ~~federal No Child Left Behind Act of 2001 requirements, (iv) the~~
4 ~~student has been determined to be an English learner and has~~
5 ~~been enrolled in schools in the United States for less than 12~~
6 ~~months, or (v) the student is otherwise identified by the State~~
7 Board of Education, through rules, as being exempt from the
8 assessment.

9 The State Board of Education shall not assess students
10 under this Section in subjects not required by this Section.

11 Districts shall inform their students of the timelines and
12 procedures applicable to their participation in every yearly
13 administration of the State assessments. The State Board of
14 Education shall establish periods of time in each school year
15 during which State assessments shall occur to meet the
16 objectives of this Section.

17 (d) Every individualized educational program as described
18 in Article 14 shall identify if the State assessment or
19 components thereof require accommodation ~~are appropriate~~ for
20 the student. The State Board of Education shall develop rules
21 governing the administration of an alternate assessment that
22 may be available to students for whom participation in this
23 State's regular assessments is not appropriate, even with
24 accommodations as allowed under this Section.

25 Students receiving special education services whose
26 individualized educational programs identify them as eligible

1 for the alternative State assessments nevertheless shall have
2 the option of also taking this State's regular final
3 accountability assessment ~~that includes a college and career~~
4 ~~ready determination~~, which shall be administered in accordance
5 with the eligible accommodations appropriate for meeting these
6 students' respective needs.

7 All students determined to be English learners shall
8 participate in the State assessments. The scores of, ~~excepting~~
9 those students who have been enrolled in schools in the United
10 States for less than 12 months may not be used for the purposes
11 of accountability. ~~Such students may be exempted from~~
12 ~~participation in one annual administration of the English~~
13 ~~language arts assessment.~~ Any student determined to be an
14 English learner shall receive appropriate assessment
15 accommodations, including language supports, which shall be
16 established by rule. Approved assessment accommodations must
17 be provided until the student's English language skills develop
18 to the extent that the student is no longer considered to be an
19 English learner, as demonstrated through a State-identified
20 English language proficiency assessment.

21 (e) The results or scores of each assessment taken under
22 this Section shall be made available to the parents of each
23 student.

24 In each school year, the scores attained by a student on
25 the final accountability State assessment ~~that includes a~~
26 ~~college and career ready determination~~ must be placed in the

1 student's permanent record pursuant to rules that the State
2 Board of Education shall adopt for that purpose in accordance
3 with Section 3 of the Illinois School Student Records Act. In
4 each school year, the scores attained by a student on the State
5 assessments administered in grades 3 through 8 must be placed
6 in the student's temporary record.

7 (f) All schools shall administer the State's ~~an~~ academic
8 assessment of English language proficiency ~~in oral language~~
9 ~~(listening and speaking) and reading and writing skills~~ to all
10 children determined to be English learners.

11 (g) All schools in this State that are part of the sample
12 drawn by the National Center for Education Statistics, in
13 collaboration with their school districts and the State Board
14 of Education, shall administer the ~~biennial~~ academic
15 assessments under the National Assessment of Educational
16 Progress carried out under Section 411(b)(2) of the federal
17 National Education Statistics Act of 1994 (20 U.S.C. 9010) if
18 the U.S. Secretary of Education pays the costs of administering
19 the assessments.

20 (h) (Blank). ~~Subject to available funds to this State for~~
21 ~~the purpose of student assessment, the State Board of Education~~
22 ~~shall provide additional assessments and assessment resources~~
23 ~~that may be used by school districts for local assessment~~
24 ~~purposes. The State Board of Education shall annually~~
25 ~~distribute a listing of these additional resources.~~

26 (i) For the purposes of this subsection (i), "academically

1 based assessments" means assessments consisting of questions
2 and answers that are measurable and quantifiable to measure the
3 knowledge, skills, and ability of students in the subject
4 matters covered by the assessments. All assessments
5 administered pursuant to this Section must be academically
6 based assessments. The scoring of academically based
7 assessments shall be reliable, valid, and fair and shall meet
8 the guidelines for assessment development and use prescribed by
9 the American Psychological Association, the National Council
10 on Measurement in Education, and the American Educational
11 Research Association.

12 The State Board of Education shall review the use of all
13 assessment item types in order to ensure that they are valid
14 and reliable indicators of student performance aligned to the
15 learning standards being assessed and that the development,
16 administration, and scoring of these item types are justifiable
17 in terms of cost.

18 (j) The State Superintendent of Education shall appoint a
19 committee of no more than 21 members, consisting of parents,
20 teachers, school administrators, school board members,
21 assessment experts, regional superintendents of schools, and
22 citizens, to review the State assessments administered by the
23 State Board of Education. The Committee shall select one of its
24 members as its chairperson. The Committee shall meet on an
25 ongoing basis to review the content and design of the
26 assessments (including whether the requirements of subsection

1 (i) of this Section have been met), the time and money expended
2 at the local and State levels to prepare for and administer the
3 assessments, the collective results of the assessments as
4 measured against the stated purpose of assessing student
5 performance, and other issues involving the assessments
6 identified by the Committee. The Committee shall make periodic
7 recommendations to the State Superintendent of Education and
8 the General Assembly concerning the assessments.

9 (k) The State Board of Education may adopt rules to
10 implement this Section.

11 (Source: P.A. 99-30, eff. 7-10-15; 99-185, eff. 1-1-16; 99-642,
12 eff. 7-28-16; 100-7, eff. 7-1-17; 100-222, eff. 8-18-17;
13 revised 9-22-17.)

14 (105 ILCS 5/2-3.136)

15 Sec. 2-3.136. Funding for class ~~Class~~ size reduction ~~grant~~
16 ~~programs~~.

17 (a) Class size reduction funding shall assist ~~A K 3 class~~
18 ~~size reduction grant program is created. The program shall be~~
19 ~~implemented and administered by the State Board of Education.~~
20 ~~From appropriations made for purposes of this Section, the~~
21 ~~State Board shall award grants to~~ schools that meet the
22 criteria established by this Section ~~subsection (a)~~ for the
23 award of funds ~~those grants~~.

24 (a-5) Funds ~~Grants~~ shall be awarded pursuant to
25 application. The form and manner of applications and the

1 criteria for the award of funds ~~grants~~ shall be prescribed by
2 the State Board of Education. ~~The grant criteria as so~~
3 ~~prescribed, however, shall provide that only those schools that~~
4 ~~are identified as priority schools under Section 2-3.25d-5 of~~
5 ~~this Code and that maintain grades kindergarten through 3 are~~
6 ~~grant eligible.~~

7 Funding Grants awarded to eligible schools under this
8 Section subsection (a) shall be used and applied by the schools
9 to defray the costs and expenses of reducing class size to a
10 level that is evidence-based. If a school's facilities are
11 inadequate to allow for the specified class size, then funding
12 may be used for, but is not limited to, support for
13 professional learning. ~~operating and maintaining classes in~~
14 ~~grades kindergarten through 3 with an average class size within~~
15 ~~a specific grade of no more than 20 pupils. If a school's~~
16 ~~facilities are inadequate to allow for this specified class~~
17 ~~size, then a school may use the grant funds for teacher aides~~
18 ~~instead.~~

19 (b) (Blank). ~~A K-3 pilot class size reduction grant program~~
20 ~~is created. The program shall be implemented and administered~~
21 ~~by the State Board of Education. From appropriations made for~~
22 ~~purposes of this subsection (b), the State Board shall award~~
23 ~~grants to schools that meet the criteria established by this~~
24 ~~Section for the award of those grants.~~

25 ~~Grants shall be awarded pursuant to application. The form~~
26 ~~and manner of application and the criteria for the award of~~

1 ~~grants shall be prescribed by the State Board of Education.~~

2 ~~Grants awarded to eligible schools under this subsection~~
3 ~~(b) shall be used and applied by the schools to defray the~~
4 ~~costs and expenses of operating and maintaining classes in~~
5 ~~grades kindergarten through 3 of no more than 15 pupils per~~
6 ~~teacher per class. A teacher aide may not be used to meet this~~
7 ~~requirement.~~

8 (c) (Blank). ~~If a school board determines that a school is~~
9 ~~using funds awarded under this Section for purposes not~~
10 ~~authorized by this Section, then the school board, rather than~~
11 ~~the school, shall determine how the funds are used.~~

12 (d) The State Board of Education shall adopt any rules,
13 consistent with the requirements of this Section, that are
14 necessary to implement and administer this Section ~~the class~~
15 ~~size reduction grant programs.~~

16 (Source: P.A. 99-193, eff. 7-30-15.)

17 (105 ILCS 5/2-3.153)

18 Sec. 2-3.153. Survey of learning conditions.

19 (a) The State Board of Education shall administer a climate
20 survey, identified by and paid for by the State Board of
21 Education, select for statewide administration an instrument
22 to provide feedback from, at a minimum, students in grades 4 ~~6~~
23 ~~through 12 and teachers on the instructional environment within~~
24 ~~a school.~~ Each ~~after giving consideration to the~~
25 ~~recommendations of the Performance Evaluation Advisory Council~~

1 ~~made pursuant to subdivision (6) of subsection (a) of Section~~
2 ~~24A-20 of this Code. Subject to appropriation to the State~~
3 ~~Board of Education for the State's cost of development and~~
4 ~~administration and, subject to subsections (b) and (c) of this~~
5 ~~Section, each~~ school district shall annually administer, ~~at~~
6 ~~least biennially,~~ the climate survey instrument in every public
7 school attendance center by a date specified by the State
8 Superintendent of Education, and data resulting from the
9 instrument's administration must be provided to the State Board
10 of Education. The survey component that requires completion by
11 the teachers must be administered during teacher meetings or
12 professional development days or at other times that would not
13 interfere with the teachers' regular classroom and direct
14 instructional duties. The State Superintendent, ~~following~~
15 ~~consultation with teachers, principals, and other appropriate~~
16 ~~stakeholders,~~ shall publicly report on the survey selected
17 indicators of learning conditions resulting from
18 administration of the instrument at the individual school,
19 district, and State levels and shall identify whether the
20 indicators result from an anonymous administration of the
21 instrument. ~~If in any year the appropriation to the State Board~~
22 ~~of Education is insufficient for the State's costs associated~~
23 ~~with statewide administration of the instrument, the State~~
24 ~~Board of Education shall give priority to districts with~~
25 ~~low-performing schools and a representative sample of other~~
26 ~~districts.~~

1 (b) A school district may elect to use, on a district-wide
2 basis and at the school district's sole cost and expense, an
3 alternate climate survey of learning conditions instrument
4 pre-approved by the State Superintendent under subsection (c)
5 of this Section in lieu of the State-adopted climate survey
6 ~~statewide survey instrument selected under subsection (a) of~~
7 ~~this Section~~, provided that:

8 (1) the school district notifies the State Board of
9 Education, on a form provided by the State Superintendent,
10 of its intent to administer an alternate climate survey
11 ~~instrument~~ on or before a date established by the State
12 Superintendent for ~~the 2014-2015 school year and August 1~~
13 ~~of each subsequent school year during which the instrument~~
14 ~~will be administered;~~

15 (2) the notification submitted to the State Board under
16 paragraph (1) of this subsection (b) must be accompanied by
17 a certification signed by the president of the local
18 teachers' exclusive bargaining representative and
19 president of the school board indicating that the alternate
20 survey has been agreed to by the teachers' exclusive
21 bargaining representative and the school board;

22 (3) the school district's administration of the
23 alternate instrument, including providing to the State
24 Board of Education data and reports suitable to be
25 published on school report cards and the State School
26 Report Card Internet website, is performed in accordance

1 with the requirements of subsection (a) of this Section;
2 and

3 (4) the alternate instrument is administered each
4 school year ~~that the statewide survey instrument is~~
5 ~~administered; if the statewide survey is not administrated~~
6 ~~in a given school year, the school district is not required~~
7 ~~to provide the alternative instrument in that given school~~
8 ~~year.~~

9 (c) The State Superintendent, in consultation with
10 teachers, principals, superintendents, and other appropriate
11 stakeholders, shall administer an approval process through
12 which at least 2, but not more than 3, alternate survey of
13 learning conditions instruments will be approved by the State
14 Superintendent following a determination by the State
15 Superintendent that each approved instrument:

16 (1) meets all requirements of subsection (a) of this
17 Section;

18 (2) provides a summation of indicator results of the
19 alternative survey by a date established by the State
20 Superintendent in a manner that allows the indicator
21 results to be included on school report cards pursuant to
22 Section 10-17a of this Code by October 31 of the school
23 year following the instrument's administration;

24 (3) provides summary reports for each district and
25 attendance center intended for parents and community
26 stakeholders;

1 (4) meets scale reliability requirements using
2 accepted testing measures;

3 (5) provides research-based evidence linking
4 instrument content to one or more improved student
5 outcomes; and

6 (6) has undergone and documented testing to prove
7 validity and reliability.

8 The State Superintendent shall periodically review and update
9 the list of approved alternate survey instruments, provided
10 that at least 2, but no more than 3, alternate survey
11 instruments shall be approved for use during any school year.

12 (d) Nothing contained in this amendatory Act of the 98th
13 General Assembly repeals, supersedes, invalidates, or
14 nullifies final decisions in lawsuits pending on the effective
15 date of this amendatory Act of the 98th General Assembly in
16 Illinois courts involving the interpretation of Public Act
17 97-8.

18 (Source: P.A. 97-8, eff. 6-13-11; 97-813, eff. 7-13-12; 98-648,
19 eff. 7-1-14.)

20 (105 ILCS 5/10-21.3a)

21 Sec. 10-21.3a. Transfer of students.

22 (a) Each school board shall establish and implement a
23 policy governing the transfer of a student from one attendance
24 center to another within the school district upon the request
25 of the student's parent or guardian. ~~Any request by a parent or~~

1 ~~guardian to transfer his or her child from one attendance~~
2 ~~center to another within the school district pursuant to~~
3 ~~Section 1116 of the federal Elementary and Secondary Education~~
4 ~~Act of 1965 (20 U.S.C. Sec. 6316) must be made no later than 30~~
5 ~~days after the parent or guardian receives notice of the right~~
6 ~~to transfer pursuant to that law.~~ A student may not transfer to
7 any of the following attendance centers, except by change in
8 residence if the policy authorizes enrollment based on
9 residence in an attendance area or unless approved by the board
10 on an individual basis:

11 (1) An attendance center that exceeds or as a result of
12 the transfer would exceed its attendance capacity.

13 (2) An attendance center for which the board has
14 established academic criteria for enrollment if the
15 student does not meet the criteria, ~~provided that the~~
16 ~~transfer must be permitted if the attendance center is the~~
17 ~~only attendance center serving the student's grade that has~~
18 ~~not been identified for school improvement, corrective~~
19 ~~action, or restructuring under Section 1116 of the federal~~
20 ~~Elementary and Secondary Education Act of 1965 (20 U.S.C.~~
21 ~~Sec. 6316).~~

22 (3) Any attendance center if the transfer would prevent
23 the school district from meeting its obligations under a
24 State or federal law, court order, or consent decree
25 applicable to the school district.

26 (b) Each school board shall establish and implement a

1 policy governing the transfer of students within a school
2 district from a persistently dangerous school to another public
3 school in that district that is not deemed to be persistently
4 dangerous. In order to be considered a persistently dangerous
5 school, the school must meet all of the following criteria for
6 2 consecutive years:

7 (1) Have greater than 3% of the students enrolled in
8 the school expelled for violence-related conduct.

9 (2) Have one or more students expelled for bringing a
10 firearm to school as defined in 18 U.S.C. 921.

11 (3) Have at least 3% of the students enrolled in the
12 school exercise the individual option to transfer schools
13 pursuant to subsection (c) of this Section.

14 (c) A student may transfer from one public school to
15 another public school in that district if the student is a
16 victim of a violent crime as defined in Section 3 of the Rights
17 of Crime Victims and Witnesses Act. The violent crime must have
18 occurred on school grounds during regular school hours or
19 during a school-sponsored event.

20 (d) (Blank). ~~Transfers made pursuant to subsections (b) and~~
21 ~~(c) of this Section shall be made in compliance with the~~
22 ~~federal No Child Left Behind Act of 2001 (Public Law 107-110).~~

23 (Source: P.A. 96-328, eff. 8-11-09.)

24 (105 ILCS 5/10-29)

25 Sec. 10-29. Remote educational programs.

1 (a) For purposes of this Section, "remote educational
2 program" means an educational program delivered to students in
3 the home or other location outside of a school building that
4 meets all of the following criteria:

5 (1) A student may participate in the program only after
6 the school district, pursuant to adopted school board
7 policy, and a person authorized to enroll the student under
8 Section 10-20.12b of this Code determine that a remote
9 educational program will best serve the student's
10 individual learning needs. The adopted school board policy
11 shall include, but not be limited to, all of the following:

12 (A) Criteria for determining that a remote
13 educational program will best serve a student's
14 individual learning needs. The criteria must include
15 consideration of, at a minimum, a student's prior
16 attendance, disciplinary record, and academic history.

17 (B) Any limitations on the number of students or
18 grade levels that may participate in a remote
19 educational program.

20 (C) A description of the process that the school
21 district will use to approve participation in the
22 remote educational program. The process must include
23 without limitation a requirement that, for any student
24 who qualifies to receive services pursuant to the
25 federal Individuals with Disabilities Education
26 Improvement Act of 2004, the student's participation

1 in a remote educational program receive prior approval
2 from the student's individualized education program
3 team.

4 (D) A description of the process the school
5 district will use to develop and approve a written
6 remote educational plan that meets the requirements of
7 subdivision (5) of this subsection (a).

8 (E) A description of the system the school district
9 will establish to determine student participation
10 ~~calculate the number of clock hours a student is~~
11 ~~participating~~ in instruction in accordance with the
12 remote educational program.

13 (F) A description of the process for renewing a
14 remote educational program at the expiration of its
15 term.

16 (G) Such other terms and provisions as the school
17 district deems necessary to provide for the
18 establishment and delivery of a remote educational
19 program.

20 (2) The school district has determined that the remote
21 educational program's curriculum is aligned to State
22 learning standards and that the program offers instruction
23 and educational experiences consistent with those given to
24 students at the same grade level in the district.

25 (3) The remote educational program is delivered by
26 instructors that meet the following qualifications:

1 (A) they are certificated under Article 21 of this
2 Code;

3 (B) (blank); and ~~they meet applicable highly~~
4 ~~qualified criteria under the federal No Child Left~~
5 ~~Behind Act of 2001; and~~

6 (C) they have responsibility for all of the
7 following elements of the program: planning
8 instruction, diagnosing learning needs, prescribing
9 content delivery through class activities, assessing
10 learning, reporting outcomes to administrators and
11 parents and guardians, and evaluating the effects of
12 instruction.

13 (4) During the period of time from and including the
14 opening date to the closing date of the regular school term
15 of the school district established pursuant to Section
16 10-19 of this Code, participation in a remote educational
17 program may be claimed for ~~general State aid purposes under~~
18 ~~Section 18-8.05 of this Code or~~ evidence-based funding
19 purposes under Section 18-8.15 of this Code on any calendar
20 day, notwithstanding whether the day is a day of pupil
21 attendance or institute day on the school district's
22 calendar or any other provision of law restricting
23 instruction on that day. If the district holds year-round
24 classes in some buildings, the district shall classify each
25 student's participation in a remote educational program as
26 either on a year-round or a non-year-round schedule for

1 purposes of claiming ~~general State aid or~~ evidence-based
2 funding. Outside of the regular school term of the
3 district, the remote educational program may be offered as
4 part of any summer school program authorized by this Code.

5 (5) Each student participating in a remote educational
6 program must have a written remote educational plan that
7 has been approved by the school district and a person
8 authorized to enroll the student under Section 10-20.12b of
9 this Code. The school district and a person authorized to
10 enroll the student under Section 10-20.12b of this Code
11 must approve any amendment to a remote educational plan.
12 The remote educational plan must include, but is not
13 limited to, all of the following:

14 (A) Specific achievement goals for the student
15 aligned to State learning standards.

16 (B) A description of all assessments that will be
17 used to measure student progress, which description
18 shall indicate the assessments that will be
19 administered at an attendance center within the school
20 district.

21 (C) A description of the progress reports that will
22 be provided to the school district and the person or
23 persons authorized to enroll the student under Section
24 10-20.12b of this Code.

25 (D) Expectations, processes, and schedules for
26 interaction between a teacher and student.

1 (E) A description of the specific responsibilities
2 of the student's family and the school district with
3 respect to equipment, materials, phone and Internet
4 service, and any other requirements applicable to the
5 home or other location outside of a school building
6 necessary for the delivery of the remote educational
7 program.

8 (F) If applicable, a description of how the remote
9 educational program will be delivered in a manner
10 consistent with the student's individualized education
11 program required by Section 614(d) of the federal
12 Individuals with Disabilities Education Improvement
13 Act of 2004 or plan to ensure compliance with Section
14 504 of the federal Rehabilitation Act of 1973.

15 (G) A description of the procedures and
16 opportunities for participation in academic and
17 extra-curricular activities and programs within the
18 school district.

19 (H) The identification of a parent, guardian, or
20 other responsible adult who will provide direct
21 supervision of the program. The plan must include an
22 acknowledgment by the parent, guardian, or other
23 responsible adult that he or she may engage only in
24 non-teaching duties not requiring instructional
25 judgment or the evaluation of a student. The plan shall
26 designate the parent, guardian, or other responsible

1 adult as non-teaching personnel or volunteer personnel
2 under subsection (a) of Section 10-22.34 of this Code.

3 (I) The identification of a school district
4 administrator who will oversee the remote educational
5 program on behalf of the school district and who may be
6 contacted by the student's parents with respect to any
7 issues or concerns with the program.

8 (J) The term of the student's participation in the
9 remote educational program, which may not extend for
10 longer than 12 months, unless the term is renewed by
11 the district in accordance with subdivision (7) of this
12 subsection (a).

13 (K) A description of the specific location or
14 locations in which the program will be delivered. If
15 the remote educational program is to be delivered to a
16 student in any location other than the student's home,
17 the plan must include a written determination by the
18 school district that the location will provide a
19 learning environment appropriate for the delivery of
20 the program. The location or locations in which the
21 program will be delivered shall be deemed a long
22 distance teaching reception area under subsection (a)
23 of Section 10-22.34 of this Code.

24 (L) Certification by the school district that the
25 plan meets all other requirements of this Section.

26 (6) Students participating in a remote educational

1 program must be enrolled in a school district attendance
2 center pursuant to the school district's enrollment policy
3 or policies. A student participating in a remote
4 educational program must be tested as part of all
5 assessments administered by the school district pursuant
6 to Section 2-3.64a-5 of this Code at the attendance center
7 in which the student is enrolled and in accordance with the
8 attendance center's assessment policies and schedule. The
9 student must be included within all accountability
10 determinations for the school district and attendance
11 center under State and federal law.

12 (7) The term of a student's participation in a remote
13 educational program may not extend for longer than 12
14 months, unless the term is renewed by the school district.
15 The district may only renew a student's participation in a
16 remote educational program following an evaluation of the
17 student's progress in the program, a determination that the
18 student's continuation in the program will best serve the
19 student's individual learning needs, and an amendment to
20 the student's written remote educational plan addressing
21 any changes for the upcoming term of the program.

22 For purposes of this Section, a remote educational program
23 does not include instruction delivered to students through an
24 e-learning program approved under Section 10-20.56 of this
25 Code.

26 (b) A school district may, by resolution of its school

1 board, establish a remote educational program.

2 (c) (Blank). ~~Clock hours of instruction by students in a~~
3 ~~remote educational program meeting the requirements of this~~
4 ~~Section may be claimed by the school district and shall be~~
5 ~~counted as school work for general State aid purposes in~~
6 ~~accordance with and subject to the limitations of Section~~
7 ~~18-8.05 of this Code or evidence based funding purposes in~~
8 ~~accordance with and subject to the limitations of Section~~
9 ~~18-8.15 of this Code.~~

10 (d) The impact of remote educational programs on wages,
11 hours, and terms and conditions of employment of educational
12 employees within the school district shall be subject to local
13 collective bargaining agreements.

14 (e) The use of a home or other location outside of a school
15 building for a remote educational program shall not cause the
16 home or other location to be deemed a public school facility.

17 (f) A remote educational program may be used, but is not
18 required, for instruction delivered to a student in the home or
19 other location outside of a school building that is not claimed
20 for ~~general State aid purposes under Section 18-8.05 of this~~
21 ~~Code or~~ evidence-based funding purposes under Section 18-8.15
22 of this Code.

23 (g) School districts that, pursuant to this Section, adopt
24 a policy for a remote educational program must submit to the
25 State Board of Education a copy of the policy and any
26 amendments thereto, as well as data on student participation in

1 a format specified by the State Board of Education. The State
2 Board of Education may perform or contract with an outside
3 entity to perform an evaluation of remote educational programs
4 in this State.

5 (h) The State Board of Education may adopt any rules
6 necessary to ensure compliance by remote educational programs
7 with the requirements of this Section and other applicable
8 legal requirements.

9 (Source: P.A. 99-193, eff. 7-30-15; 99-194, eff. 7-30-15;
10 99-642, eff. 7-28-16; 100-465, eff. 8-31-17.)

11 (105 ILCS 5/34-1.1) (from Ch. 122, par. 34-1.1)

12 Sec. 34-1.1. Definitions. As used in this Article:

13 "Academic Accountability Council" means the Chicago
14 Schools Academic Accountability Council created under Section
15 34-3.4.

16 "Local School Council" means a local school council
17 established under Section 34-2.1.

18 "School" and "attendance center" are used interchangeably
19 to mean any attendance center operated pursuant to this Article
20 and under the direction of one principal.

21 "Secondary Attendance Center" means a school which has
22 students enrolled in grades 9 through 12 (although it may also
23 have students enrolled in grades below grade 9).

24 "Local Attendance Area School" means a school which has a
25 local attendance area established by the board.

1 "Multi-area school" means a school other than a local
2 attendance area school.

3 "Contract school" means an attendance center managed and
4 operated by a for-profit or not-for-profit private entity
5 retained by the board to provide instructional and other
6 services to a majority of the pupils enrolled in the attendance
7 center.

8 "Contract turnaround school" means an experimental
9 contract school created by the board to implement alternative
10 governance in an attendance center subject to restructuring or
11 similar intervention ~~under federal law that has not made~~
12 ~~adequate yearly progress for 5 consecutive years or a time~~
13 ~~period set forth in federal law.~~

14 "Parent" means a parent or legal guardian of an enrolled
15 student of an attendance center.

16 "Community resident" means a person, 18 years of age or
17 older, residing within an attendance area served by a school,
18 excluding any person who is a parent of a student enrolled in
19 that school; provided that with respect to any multi-area
20 school, community resident means any person, 18 years of age or
21 older, residing within the voting district established for that
22 school pursuant to Section 34-2.1c, excluding any person who is
23 a parent of a student enrolled in that school.

24 "School staff" means all certificated and uncertificated
25 school personnel, including all teaching and administrative
26 staff (other than the principal) and including all custodial,

1 food service and other civil service employees, who are
2 employed at and assigned to perform the majority of their
3 employment duties at one attendance center served by the same
4 local school council.

5 "Regular meetings" means the meeting dates established by
6 the local school council at its annual organizational meeting.
7 (Source: P.A. 96-105, eff. 7-30-09.)

8 (105 ILCS 5/34-3.5)

9 Sec. 34-3.5. Partnership agreement on advancing student
10 achievement; Every Student Succeeds Act ~~No Child Left Behind~~
11 ~~Act of 2001.~~

12 (a) The General Assembly finds that the Chicago Teachers
13 Union, the Chicago Board of Education, and the district's chief
14 executive officer have a common responsibility beyond their
15 statutory collective bargaining relationship to institute
16 purposeful education reforms in the Chicago Public Schools that
17 maximize the number of students in the Chicago Public Schools
18 who reach or exceed proficiency with regard to State academic
19 standards and assessments. The General Assembly further finds
20 that education reform in the Chicago Public Schools must be
21 premised on a commitment by all stakeholders to redefine
22 relationships, develop, implement, and evaluate programs, seek
23 new and additional resources, improve the value of educational
24 programs to students, accelerate the quality of teacher
25 training, improve instructional excellence, and develop and

1 implement strategies to comply with the federal Every Student
2 Succeeds Act ~~No Child Left Behind Act of 2001 (Public Law~~
3 ~~107-110)~~.

4 The Chicago Board of Education and the district's chief
5 executive officer shall enter into a partnership agreement with
6 the Chicago Teachers Union to allow the parties to work
7 together to advance the Chicago Public Schools to the next
8 level of education reform. This agreement must be entered into
9 and take effect within 90 days after the effective date of this
10 amendatory Act of the 93rd General Assembly. As part of this
11 agreement, the Chicago Teachers Union, the Chicago Board of
12 Education, and the district's chief executive officer shall
13 jointly file a report with the General Assembly at the end of
14 each school year with respect to the nature of the reforms that
15 the parties have instituted, the effect of these reforms on
16 student achievement, and any other matters that the parties
17 deem relevant to evaluating the effectiveness of the agreement.

18 (b) Decisions concerning matters of inherent managerial
19 policy necessary to comply with the federal Every Student
20 Succeeds Act ~~No Child Left Behind Act of 2001 (Public Law~~
21 ~~107-110)~~, including such areas of discretion or policy as the
22 functions of the employer, the standards and delivery of
23 educational services and programs, the district's overall
24 budget, the district's organizational structure, student
25 assignment, school choice, and the selection of new employees
26 and direction of employees, and the impact of these decisions

1 on individual employees or the bargaining unit shall be
2 permissive subjects of bargaining between the educational
3 employer and the exclusive bargaining representative and are
4 within the sole discretion of the educational employer to
5 decide to bargain. This subsection (b) is exclusive of the
6 parties' obligations and responsibilities under Section 4.5 of
7 the Illinois Educational Labor Relations Act (provided that any
8 dispute or impasse that may arise under this subsection (b)
9 shall be resolved exclusively as set forth in subsection (b) of
10 Section 12 of the Illinois Educational Labor Relations Act in
11 lieu of a strike under Section 13 of the Illinois Educational
12 Labor Relations Act).

13 (Source: P.A. 93-3, eff. 4-16-03.)

14 (105 ILCS 5/34-18.24)

15 Sec. 34-18.24. Transfer of students.

16 (a) The board shall establish and implement a policy
17 governing the transfer of a student from one attendance center
18 to another within the school district upon the request of the
19 student's parent or guardian. ~~Any request by a parent or~~
20 ~~guardian to transfer his or her child from one attendance~~
21 ~~center to another within the school district pursuant to~~
22 ~~Section 1116 of the federal Elementary and Secondary Education~~
23 ~~Act of 1965 (20 U.S.C. Sec. 6317) must be made no later than 30~~
24 ~~days after the parent or guardian receives notice of the right~~
25 ~~to transfer pursuant to that law.~~ A student may not transfer to

1 any of the following attendance centers, except by change in
2 residence if the policy authorizes enrollment based on
3 residence in an attendance area or unless approved by the board
4 on an individual basis:

5 (1) An attendance center that exceeds or as a result of
6 the transfer would exceed its attendance capacity.

7 (2) An attendance center for which the board has
8 established academic criteria for enrollment if the
9 student does not meet the criteria, ~~provided that the~~
10 ~~transfer must be permitted if the attendance center is the~~
11 ~~only attendance center serving the student's grade that has~~
12 ~~not been identified for school improvement, corrective~~
13 ~~action, or restructuring under Section 1116 of the federal~~
14 ~~Elementary and Secondary Education Act of 1965 (20 U.S.C.~~
15 ~~Sec. 6317).~~

16 (3) Any attendance center if the transfer would prevent
17 the school district from meeting its obligations under a
18 State or federal law, court order, or consent decree
19 applicable to the school district.

20 (b) The board shall establish and implement a policy governing
21 the transfer of students within the school district from a
22 persistently dangerous attendance center to another attendance
23 center in that district that is not deemed to be persistently
24 dangerous. In order to be considered a persistently dangerous
25 attendance center, the attendance center must meet all of the
26 following criteria for 2 consecutive years:

1 (1) Have greater than 3% of the students enrolled in
2 the attendance center expelled for violence-related
3 conduct.

4 (2) Have one or more students expelled for bringing a
5 firearm to school as defined in 18 U.S.C. 921.

6 (3) Have at least 3% of the students enrolled in the
7 attendance center exercise the individual option to
8 transfer attendance centers pursuant to subsection (c) of
9 this Section.

10 (c) A student may transfer from one attendance center to
11 another attendance center within the district if the student is
12 a victim of a violent crime as defined in Section 3 of the
13 Rights of Crime Victims and Witnesses Act. The violent crime
14 must have occurred on school grounds during regular school
15 hours or during a school-sponsored event.

16 (d) (Blank). ~~Transfers made pursuant to subsections (b) and~~
17 ~~(c) of this Section shall be made in compliance with the~~
18 ~~federal No Child Left Behind Act of 2001 (Public Law 107 110).~~

19 (Source: P.A. 92-604, eff. 7-1-02; 93-633, eff. 12-23-03.)

20 (105 ILCS 5/2-3.25d rep.)

21 (105 ILCS 5/10-20.39 rep.)

22 (105 ILCS 5/21B-200 rep.)

23 (105 ILCS 5/34-18.31 rep.)

24 Section 10. The School Code is amended by repealing
25 Sections 2-3.25d, 10-20.39, 21B-200, and 34-18.31.

1 Section 99. Effective date. This Act takes effect upon
2 becoming law.